

2016-2017

Human Development and Family Studies Graduate Handbook



College of Public Health and Human
Sciences

Our Vision

To ensure lifelong health and well-being for every person, every family, every community.

Our Mission

Inspired by our mission as a leading land-grant university, we create synergy in teaching, research and outreach to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, we advance knowledge, policies and practices that improve population health in communities across Oregon and beyond.

Our Values

We share the values that guide Oregon State University: Accountability, Diversity, Respect, Responsibility and Truth. To these values, we add our dedication to:

- **Health:** We are committed to advancing lifelong health and well-being for all.
- **Care and Compassion:** With compassion and understanding, we commit to caring for ourselves and others.
- **Innovation:** We embrace innovative approaches to addressing challenges and opportunities.
- **Continuous Improvement:** We continually strive toward high standards by optimizing individual and collective strengths.
- **Cooperation and Collaboration:** We promote a collegial learning and work environment that encourages cooperation, collaboration and active participation.

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Overview of the Graduate Program in Human Development and Family Studies

Mission and History

Inspired by Oregon State University's mission as a leading land-grant university, the College of Public Health and Human Sciences creates synergy in teaching, research, and outreach to develop the next generation of globally minded public health and human sciences professionals. Through interdisciplinary research and innovative curricula, the College advances knowledge, policies, and practices that improve population health in communities across Oregon and beyond. Its vision: Lifelong health and well-being for every person, every family, every community. The School of Social and Behavioral Health Sciences shares this mission and vision through academic programs in Health Management and Policy, Health Promotion and Health Behavior, and Human Development and Family Sciences.

Faculty in the Graduate Program in Human Development and Family Studies (HDFS) strive to discover, apply, and transmit knowledge that contributes to the optimal growth, development, and well-being of individuals and families across the life course. They do so through interdisciplinary programs in teaching, research, and service. Our Program recognizes development across the life span, diversity, and a global perspective as integral to the discovery of new knowledge and preparation of professionals. Our activities are guided by social responsibility, compassion, and high ethical standards. Our Program's roots can be traced back to 1888 at Oregon State College. It has a rich history of more than a century of research, teaching, and service. Over the years, including currently, many of our faculty and students have achieved national and international prominence.

The program is research-intensive and is designed to prepare students for a career in academia or research.

Additional information about the College, the School, HDFS, the university, and the community can be found on our website: <http://health.oregonstate.edu/>

Curriculum and Instruction

HDFS is staffed by 17 residential faculty and offers bachelor, master, and doctoral degrees. During Fall 2015, we enrolled approximately 1,059 undergraduate majors and 29 full-time graduate students. Students are drawn from throughout the nation and over 15 countries. Close to 100 students annually receive supervised training in the HDFS Child Development Laboratory, which also provides graduate students opportunities for research and teaching.

Research

HDFS research addresses the development of individuals and families. Our research is interdisciplinary with signature themes in (a) transitions across the life course, (b) risk and resilience across the life span, and (c) developmental and family research methods. Support for this research has generated millions in federal, state, and private dollars during the last five years. Support has been received from the National Institute on Aging, the National Institute of Mental Health, the National Science Foundation, the U.S. Department of Education, the Ford Foundation, the Administration on Aging, the Oregon Community Foundation, the Meyer Memorial Trust, the Oregon Department of Education, the Alzheimer Disease Center of Oregon, and others. HDFS faculty play leadership roles in our College's Center for Healthy Aging Research and the Hallie Ford Center for Healthy Children and Families. Faculty research is published in the top professional journals and has informed the development of policies and programs for individuals and families.

Service

A number of Extension Family and Community Health and 4-H Youth Development faculty have their academic home in the School of Social and Behavioral Health Sciences. Extension faculty provide nationally recognized programs in family, gerontology, poverty and welfare, and youth development. In addition, these faculty offer graduate students field experience in curriculum development and the design and evaluation of community education programs. Faculty in HDFS are committed to the improvement of the lives of individuals and families through the development of informed family policies and programs. All Extension and residential faculty have active service roles with national, state, and local organizations and agencies including the National Institutes of Health, the U.S. Dept. of Education's Institute for Education Sciences, the American Psychological Association, the American Sociological Association, the Gerontological Society of America, and the National Council on Family Relations. Faculty also participate in professional continuing education programs, including an annual statewide gerontology conference that brings over 300 professionals and advocates to OSU each year. Finally, the HDFS Child Development Laboratory serves approximately 80 children and their families, including a Head-Start model program for low-income children, funded by the Oregon Department of Education.

The College

Oregonians have recognized the importance of individuals and families by providing outstanding facilities for the College of Public Health and Human Sciences. In 2014, The College received accreditation from the Council on Education for Public Health (CEPH). The College prepares professionals for careers related to healthy individuals, families, and communities. Graduates from the professional specializations of the College are employed in a wide variety of research, instruction, and policy-making positions in business,

government, industry, education, and agencies related to all aspects of public health including education, food, shelter, clothing, economic resources, and social relationships.

The Graduate Program and Degrees

The research of the faculty in the Graduate Program focuses broadly on areas related to individual and family studies, including stress and coping, child development, the transition to adulthood, adult development and aging, family structure and individual well-being, intergenerational relationships, and methodology. Graduate students are expected and encouraged to participate actively in these research programs.

Graduate study is structured for those interested in careers in research and teaching, and in specialized areas of practice in human development, family studies, and gerontology. Emphasis is placed on a core of research methods, theory, and the integration of interdisciplinary developmental and familial perspectives. Human Development and Family Studies' graduate students come from varied backgrounds. Some have undergraduate degrees in human development and/or family studies; others have training in related fields such as psychology or sociology. All graduates are expected to be versed in broad aspects of human development and family studies as well as in their own area of specialization.

The graduate student population currently consists of diverse individuals from a variety of cultures. Course offerings include content on diversity in individual, familial, and cultural circumstances. Assistantships, fellowships, and scholarships are available for qualified graduate students from targeted minority groups.

Graduate Degrees

The Graduate Program in HDFS is a doctoral-track program offering a Master of Science (MS) degree prior to receiving a Doctor of Philosophy (PhD). The PhD program is designed to prepare students for careers in research, teaching, or applied professional settings. The program emphasizes research while maintaining an understanding and appreciation of broader issues and applied problems in human development and family studies. The dissertation and associated research enable the student to develop in-depth knowledge of a specific area. At the same time, the student gains experience in planning, conducting, and reporting on a major original study.

The Graduate Program offers a graduate minor in HDFS.

The Graduate Program participates in the Oregon State University Master of Arts in Interdisciplinary Studies (MAIS) as a minor area.

Also offered through the Graduate Program are a Gerontology Minor and Aging Sciences Minor:

- The Gerontology option presents an interdisciplinary approach to the study of aging. Research in this area includes work on development in later life, particularly social development, stress and coping, adult life transitions, intergenerational relationships, and so on. For more information about study in gerontology, contact the Director of the Program on Gerontology, 424 Waldo Hall, Oregon State University, Corvallis, OR 97331-5102.
- The Aging Sciences option, is intended for students from across the university interested in aging from an interdisciplinary perspective.

Admission to the HDFS Graduate Program

The Graduate Program in Human Development and Family Studies has the following minimum requirements for admission to graduate study:

- A combined GPA of 3.0 on the last 90 hours of graded coursework;
- Completion of the Graduate Record Exam with scores competitive with other applicants;
- A TOEFL score of at least 550 (paper exam), 213 (computer exam) or 80 (internet exam) is required for international students. International students who are accepted and assigned to teaching or research assistantships are required to take the oral SPEAK test when they arrive on the OSU campus. A passing score is required to begin an assistantship.) Students who do not pass the SPEAK test are required to take English Language courses at their own expense;
- Fifteen (15) quarter hours of undergraduate or master's level courses in the behavioral and social sciences;
- Three (3) quarter hours of undergraduate statistics;
- The MS degree (including thesis) must be completed before work on the PhD is started.

Temporary Advisor

The Program assigns a temporary advisor to each student at the time of admission. Every effort is made to match the interests of the student and the advisor within the limitations of the faculty workload. Students are free to ask a different graduate faculty member to serve as their permanent advisor/major professor. Students shall notify the Graduate Program Coordinator and the graduate program assistant when they have changed their major professor.

Information for All HDFS Graduate Students

Graduate School Information and Resources

Although this handbook outlines HDFS procedures and regulations, many aspects of graduate study are determined by OSU Graduate School regulations. The Graduate School has general guidelines for graduate preliminary exams, proposals, and theses. The HDFS handbook provides more specific requirements for HDFS Graduate Students. All graduate students are encouraged to make use of the following resources.

OSU Graduate School website: <http://gradschool.oregonstate.edu/>

[Graduate School Guide to Success](#) (available online at the Graduate School's website). This Guide details graduate school regulations and procedures, and includes printable forms. Graduate students should review this document each fall term for up-to-date regulations and timelines.

[Graduate Student Resource Guide](#) (available online at the Graduate School's website). A helpful guide for all students, especially those new to Corvallis and OSU. Contains:

- Your first days in Corvallis
- Helpful University facilities and services
- Upcoming events

Also available at the Graduate School Website:

- Online thesis guide
- Guide to graduate student funding
- Campus Resources
- Information for International Students

ONID Resources

For information on signing up for your OSU network (ONID) account and developing your personal website, go to: <http://oregonstate.edu/helpdocs/onid/getting-started/sign-instructions>

Library & Research Assistance

Uta Hussong-Christian is the HDFS subject specialist in the OSU Valley Library. She is available to give personal assistance with library research by appointment. Contact her at uta.hussong-christian@oregonstate.edu or via the link to the Reference Services/Ask a Librarian page: <http://osulibrary.oregonstate.edu/reference/>.

Continuous Enrollment Policy

1. Minimum Registration

Unless on approved leave of absence (see Section II), all graduate students in graduate degree programs must register continuously for a minimum of 3 graduate credits until their degree is granted or until their status as a credential-seeking graduate student is terminated. This includes students who are taking only preliminary comprehensive or final examinations or presenting terminal projects. Students must register for a minimum of 3 credits and pay fees if they will be using university resources (e.g., facilities, equipment, computing and library services, or faculty or staff time) during any given term, regardless of the student's location. If degree requirements are completed between terms, the student must have been registered during the preceding term.

Graduate students who have successfully completed all course and noncourse requirements in accordance with diploma deadlines (see the [Graduate School website](#)) are not required to register during the subsequent term.

Non-thesis master's degree students who complete all degree requirements during a term for which they are registered will not be required to register for the subsequent term.

Doctoral and thesis master's students who fail to meet all deadlines and complete all course and noncourse requirements during the term will be required to register for a minimum of 3 graduate credits during the subsequent term. However, only if library copies of the thesis have been submitted to the Graduate School within the first two weeks of the subsequent term and the thesis is the only outstanding requirement remaining for certification of the student's graduate degree may an exception to this rule be considered.

Graduate students who use facilities or faculty/staff time during summer session to engage in academic or research activities in support of their thesis/pursuit of degree are required to register for a minimum of 3 credits during the summer session. Graduate students who use facilities or faculty staff time during summer session purely in service to the university and not to engage in academic or research activities in support of their thesis/pursuit of degree are not required to register during the summer session.

Graduate students do not need to submit a Leave of Absence/Intent to Resume Graduate Study form if they do not enroll in summer term.

It should be noted that graduate assistantship eligibility requires enrollment levels that supersede those contained in this continuous enrollment policy. Various

agencies and offices maintain their own registration requirements that also may exceed those specified by this continuous enrollment policy (e.g., those of the Veterans Administration, Immigration and Naturalization Service for international students, and those required for federal financial aid programs.) Therefore, it is the student's responsibility to register for the appropriate number of credits that may be required for funding eligibility and/or compliance as outlined by specific agency regulations under which they are governed.

2. Leave of Absence

On-leave status is available to students who need to suspend their program of study for good cause. Students who desire a leave of absence will work with their major professor, program administrator, and the Graduate School to arrange authorized leave. Students understand that while on leave they will not use university resources. Graduate faculty members are students' most important resource at the university and will work closely with graduate students to ensure timely completion of academic goals, understanding of the continuous graduate enrollment policy, and that graduate students enroll each term other than when they are on authorized leave. The Graduate School will assist graduate students and graduate faculty members with administrative procedures related to the continuous graduate enrollment policy. The Graduate School recognizes the diverse circumstances and unpredictability of graduate students' lives and will work in partnership with the graduate community in arranging leaves and responding to unanticipated situations.

A graduate student intending to resume active graduate student status following interruption of his or her study program for one or more terms, excluding summer session, must apply for leave of absence to maintain graduate student standing in his or her degree program. (See Section IV below). [Leave of Absence/Intent to Resume Graduate Study Forms](#) must be received by the Graduate School at least 15 working days prior to the first day of the term involved. The time the student spends in approved on-leave status will be included in any time limits relevant to the degree (See Sections C.1. and C.2. below). Students in on-leave status may not a) use any university facilities, b) make demands upon faculty time, c) receive a fellowship or financial aid, or d) take course work of any kind at Oregon State University.

A. Eligibility

Only graduate students in good standing are eligible for leave of absence.

B. Leave of Absence Categories

- i. **Regular.** Regular leave of absence is granted on a term-by-term basis in cases where the student demonstrates good cause (e.g., illness, temporary departure from the university for employment, family

issues, financial need, personal circumstances). Students who request a leave of absence must:

1. Be in good standing,
 2. Submit the [Leave of Absence/Intent to Resume Graduate Status form](#) indicating each term for which leave is requested, and
 3. Complete all degree requirements within the time limits established in this catalog.
- ii. **Family and Medical Leave.** This leave is different from regular leave in that it is for 12 continuous weeks that may span multiple terms and must meet FMLA leave requirements as determined by the Office of Human Resources. See policy at http://oregonstate.edu/dept/grad_school/docs/Graduate-Student-Family-and-Medical-Leave-Policy.pdf.

C. Limits

- i. **Regular Leave of Absence** is granted for a specified time period that may not exceed three terms, excluding summer session.
- ii. Time spent in on-leave status will be included in all time limits pertaining to the student's degree program.
- iii. **Family and Medical Leave** is available for 12 continuous weeks that may span multiple terms and must meet FMLA leave requirements as determined by the Office of Human Resources. These absences will not be included in all time limits pertaining to the student's degree program. Contact the Graduate School for additional details.

D. Approval

Approval of the major professor, department/program chair, and graduate dean are required.

3. Student Fees

Students with approved on-leave status are not required to pay tuition or fees. However, students who must register as per section I, "Minimum Registration," must pay both tuition and student fees.

4. Unauthorized Break in Registration

A graduate student who takes an unauthorized break in registration by failing to maintain continuous enrollment or by failing to obtain regular or planned leave of absence will relinquish his or her graduate standing in the university. Students who wish to have their graduate standing reinstated will be required to file an Application for Graduate Readmission and pay the readmission fee. The readmission application

must be approved by the student's major professor, department/school/program chair, and graduate dean. Acceptance back into a graduate program is not guaranteed even if the student departed in good standing. The petitioner for readmission will be required to meet university and departmental admission requirements and degree completion requirements that are in effect on the date of readmission. Review of the Application for Graduate Readmission may also result in a change of residency status from resident to nonresident.

5. Appeal

In the case of extraordinarily extenuating circumstances, students may appeal the provisions of the continuous graduate enrollment policy by submitting a detailed request in writing to the dean of the Graduate School.

Implementation of Continuous Enrollment Policy

All graduate students, excluding certificate-only students, including those enrolled prior to Fall 2002, are subject to this policy, regardless of their original matriculation date. All graduate students should be enrolled for a reasonable number of credits sufficient to represent their use of university space, facilities or faculty time.

Graduate Committee

The committee is selected by the student and includes:

- PhD: A minimum of five members of the Graduate Faculty, including two from the major department/program, one from each declared minor field, and a Graduate Council Representative are required. The major professor is one of the two members representing the major department/program.
- MS: The examining committee consists of at least four members of the graduate faculty—two in the major field, one in the minor field if a minor is included, and a Graduate Council representative. When a minor is not included, the fourth member may be from the graduate faculty at large.

Program of Study

The student formulates a program of courses representing the major, and, if chosen, minor area(s) of study in consultation with committee members. For MS students, a formal committee meeting to approve the program is optional but encouraged. PhD students must have a formal program meeting.

The MS program of study must be created before completing the first year of coursework. The program of study must be approved by the HDFS Graduate Program Coordinator and filed with the graduate program assistant. At least 15 weeks before the final oral examination, the approved program of study must be submitted to the Graduate School.

The PhD program of study must be created before completing 3 terms as a PhD student. The program of study must be approved by the HDFFS Graduate Program Coordinator and filed with the graduate program assistant. When most coursework has been completed and at least 6 weeks prior to the preliminary oral exam, the approved program of study must be submitted to the Graduate School.

Students may transfer up to 15 credits toward their MS degree with approval of the committee and the HDFFS Graduate Program Coordinator. Some courses in the PhD program may have contributed to the requirements for a master's degree obtained at OSU or elsewhere. Graduate courses taken at OSU by non-degree or postbaccalaureate students are considered transfer courses. Regulations are in the Graduate School catalog.

The major is Human Development and Family Studies and the School is Social and Behavioral Health Sciences. These must be identified correctly on the form.

Courses must be listed on the form in a specific order (i.e., transfer courses first, courses already taken second, courses in which the student is currently enrolled third, courses to be taken fourth, and thesis or dissertation last). Course titles must approximate as closely as possible actual course titles as listed in the University catalog.

Remote Participation

It is generally expected that all members of a graduate committee should be physically present at all required graduate committee meetings (i.e., program meeting, preliminary examination, and final examination). It is permissible, however, for the student and/or committee members to participate from a remote location provided all conditions listed on the Remote Participation Form are met and the student submits that form to the Graduate School (with appropriate signatures) one week prior to the meeting. Appeals for exceptions to this policy may be addressed to the Dean of the Graduate School.

The conditions of remote participation are:

- a. Advance agreement of the student and all committee members has been obtained;
- b. All participants join in with two-way audio and video connections; audio only connections are approved by the major professor if video connection is not possible. When the student is the remote participant, their connection must be an audio/video connection;
- c. Any visual aids or other materials have been distributed in advance to the remote participants;
- d. The committee members participate in the complete meeting, discussion, presentation, and evaluation;

- e. The major professor accepts responsibility for the oversight of any logistical arrangements necessary; and
- f. Any costs associated with remote participation are the responsibility of the student and must be arranged in advance.

Note that the requirement of a public presentation for oral final master's and doctoral examinations is still in effect.

Grades

Graduate students are required to earn grades of B- or better in all coursework on their program of study and to maintain an overall grade point average of 3.00 or better.

To see complete rules and regulations pertaining to the OSU Incomplete Grade Policy, please go to: <http://oregonstate.edu/registrar/incomplete-grade-policy> .

Competence Requirements

The Graduate Program in Human Development and Family Studies requires competence in a variety of subject areas. It is the responsibility of the student, major professor, and Graduate Committee to see that the program of study leads to such competence. A list of minimum requirements follows. Students and their committees may decide to require work that exceeds these minimum requirements.

Subject Matter Areas. Students are expected to achieve minimum competence at the level roughly equivalent to the courses listed in this Handbook as required. Other appropriate courses or equivalent experience may serve in place of the listed courses in rare instances. Substitutions require the approval of the course instructor, the student's committee, and the Coordinator of the Graduate Program.

Integration of Human Development and Family Studies. Each student must demonstrate an acceptable ability to integrate diverse areas of human development and family studies. It is in this integration that students demonstrate fit with the graduate program. The ability to integrate entails:

Having knowledge of scientific areas related to one's specialty. For example, the background of students specializing in adolescence must include lifespan human development, family studies, and research methods.

Understanding one's scientific specialty in relation to the application of human development and family studies. For example, students specializing in adolescence

must have a good understanding of how adolescents are influenced by broader social systems (e.g., parents, peers, schools, public policy).

Having the ability to organize a broad array of information to define a topic, problem, or solution.

Having the ability to judge relevance and quality of information.

Being able to describe scientific principles and processes as well as facts, and to use them to generalize to new and unstudied situations.

Strategies for achieving competence in integration will vary widely among students. The student, the major professor, and the student's graduate committee will be responsible for designing an appropriate strategy. Competence will be tested at the time of the preliminary examination for PhD candidates and at the thesis defense for both MS and PhD candidates.

Ethical Competency. In 2011, the OSU Faculty Senate voted to approve overarching Graduate Learning Outcomes for the campus. These outcomes included an assessment that, "students be able to conduct scholarly or professional activities in an ethical manner." The HDFS Program recognizes the importance of providing clarity to such issues as (1) understanding authorship guidelines, (2) data ownership, and (3) plagiarism or other violations of the student conduct code. Thus, all HDFS graduate students are required to complete one of two ethics training modules offered online at <http://oregonstate.edu/research/ori/hrh/edreq.htm>

Annual Review of Satisfactory Academic Progress

Graduate students are reviewed on an annual basis by the graduate faculty. The annual review begins with a written self-assessment of fit with the program and progress toward degree completed by the student and submitted to the faculty along with a current (unofficial) transcript. Members of the graduate faculty discuss the student's self-assessment and academic work, judging whether the student is making satisfactory academic progress. Faculty members provide a written assessment of progress, which is given to the student. A copy is placed in the student's file. The student is expected to meet with the major professor—and preferably with other members of the student's committee as well—to discuss the review.

Satisfactory progress is both expected and typical in the program. An assessment of satisfactory progress ensures that the student will continue to be eligible for support. An assessment of unsatisfactory progress may lead to probationary status with a specific timeline and criteria for removal of probation. Criteria for removal might include a deadline for satisfactory removal of incomplete grades, requirement that a student complete supplemental coursework, a deadline for successful defense of a proposal, and so on. An

assessment of unsatisfactory progress puts a student at risk for loss of financial support and ultimately for possible dismissal from the program.

The Graduate Faculty has adopted the following as evidence of satisfactory academic progress:

All students:

Completion of courses with satisfactory grades and in a timely manner consistent with cohort, degree, and program of study.

Timely removal of incomplete grades, typically within one term.

Filing a program of study by the end of the first academic year.

Master's students:

Successful defense of the thesis proposal, typically within one academic quarter of the completion of coursework.

Successful defense of the thesis, typically no later than the end of the third year in the program.

Doctoral students:

Successful defense of the preliminary exam, typically by the end of the fall quarter of the third year in the program.

Successful defense of the dissertation proposal, typically within one academic quarter following the successful completion of the comprehensive exam.

Successful defense of the dissertation, typically within one year following the defense of the proposal.

Social Implications of Research Specialty

Students are expected to be aware of the social and political implications of their scientific areas of specialization. The means of achieving this awareness will vary among students. Some may find it appropriate to take specific related courses; others may design an independent study tailored to their needs. The students, the major professor, and the committee will be responsible for designing an appropriate strategy and for evaluating the achievement.

Research Seminars and Colloquia

Research seminars, which graduate students are expected to attend, are held throughout the academic year as announced. Many of these seminars are presented by students enrolled in the Program. HDFS 507, Introduction to HDFS, is offered every term. Additionally, students and faculty participate in the bi-weekly HDFS Hour to discuss research, foster collegiality, and promote professional development.

Deadline for Degree Completion

The HDFS Graduate Program has deadlines for degree completion that are more stringent than those of the Graduate School.

All students: See the Graduate School's Continuous Enrollment Policy

MS students must complete all requirements for the degree within six years of the beginning of the first academic term in which they are enrolled as HDFS master's students. Extensions are considered only under extraordinary circumstances. Students who do not complete the degree within the allotted time must apply for readmission into the Program. Most MS students complete their degree requirements within three years.

PhD students must complete all requirements for the degree within seven years of the beginning of the first academic term in which they are enrolled as doctoral students. Students who do not complete the degree within the allotted time must apply for readmission into the Program. The typical time for completion is four years.

Ethical Practices

The Graduate Program follows the "Ethical Principles of Psychologists and Code of Conduct," which appears on the American Psychological Association website at <http://www.apa.org/ethics/code/index.aspx>. Graduate students are expected to behave in accordance with the code. As well, authors should follow APA guidelines regarding authorship and order of authorship for coauthored papers and manuscripts. These and related guidelines also appear in the Publication Manual of the American Psychological Association (6th ed.).

Appendix A of this Handbook details principles for faculty-graduate student relationships.

Participant Payments/Gifts Regulations

University policy requires that all payments and/or gifts to respondents in research projects be preapproved. University policy on gift certificates requires the School to send a payment request to Business Affairs for the selected vendor. The Payables Office will do its best to cut

a check quickly so that the researcher can bring the check to the store and purchase the gift cards or other form of payments. Please contact the Health Sciences Business Center for assistance before you begin this process.

Applications for Assistantships

Students who are applying for admission to the HDFS Graduate Program have the opportunity to apply for an assistantship at the same time. Instructions are in the application packet. Continuing students are asked for their future assistantship choices in early February. Descriptions of available assistantships are posted. Assistantships are assigned based on the needs of the Program, student funding priority, and student request(s). Continuation of assistantships is based on job performance, progress toward the degree, and the Program's budget.

Graduate Student Teaching and Teaching Assistants

Graduate teaching assistants at Oregon State must comply with University policies regarding the Family Educational Rights and Policy Act (FERPA) and confidentiality related to Canvas software. Training must be completed before students are given permission to be added to a Canvas course site.

The HDFS Graduate Program makes an effort to ensure teaching opportunities for all PhD-level students. Although many opportunities are provided in the summer, positions often are offered during the academic year. Faculty mentors ensure quality and help graduate students develop and improve teaching skills. Graduate teaching instructors with full course responsibility are required to enroll in HDFS 665, Teaching in HDFS, each term that they are teaching.

Graduate students apply to teach undergraduate Summer Session courses during fall term. Summer offerings are usually scheduled in December; graduate students will be asked to identify the HDFS course they would like to teach during summer term. The decision on which classes will be taught is made by the School Co-Directors in consultation with the Coordinator of the HDFS Graduate Program. The following policies govern students teaching summer classes:

Students submit a proposal to teach a summer course to the Graduate Program Assistant by November 15. The proposal should include a description of the course, a brief syllabus, the student's curriculum vitae, and a statement of the student's qualifications for teaching the course. The proposal must be signed by the student and a faculty member who agrees to review the syllabus and course development.

The student must have completed the MS by the end of the academic year prior to teaching in the summer.

Proposals must cover regular HDFS/University required courses. Summer term enrollment must be high enough to cover administrative and instructional costs.

Policy on Priority Funding

The Graduate Faculty has adopted the following as priorities for funding graduate students:

The student is making satisfactory academic progress.

The student's performance in previous assistantships is satisfactory.

The student is actively engaged with the HDFS academic community (e.g., attending colloquia, working with faculty) while enrolled in the graduate program.

A student who moves out of the area or is employed full time elsewhere does not have priority for funding.

The HDFS Graduate Program retains the right to support a student with a specialized skill or knowledge base that matches a Program need.

Workload

During the academic year, graduate assistants may work no more than .49 FTE (full-time equivalent) in any capacity for Oregon State University. In summer term, graduate students may work no more than 1.0 FTE in any capacity for Oregon State University. OSU positions include traditional assistantships, whether funding is from a University or a grant, and hourly positions in or outside the program, including but not limited to Rec Sports and PAC.

Facilities

Desks are available for all active graduate teaching assistants. Research space is provided for research assistants.

Faculty and graduate students have mailboxes in Waldo 410 or in the building in which they work. Students are advised to check their mailboxes on a regular basis. Because critical messages for students are communicated by e-mail, students are required to have a computer account for e-mail. ONID email addresses must be used for all OSU-related communication.

The University also maintains a large number of workstations and printers for students. Students are encouraged to create their own home pages on our web server. OSU also has access to many large national and international survey datasets downloadable from the internet.

Grievance Procedures

Oregon State University has a formal policy for students who wish to appeal matters related to their graduate degree. For complete information go to:
http://oregonstate.edu/dept/grad_school/grievance.php

Specific Degree Information

Requirements for the Minor in Aging Sciences

This graduate minor provides interdisciplinary graduate education in the aging sciences through formal course work, research requirements and experiential learning that is aligned with the student's career goals in aging. The Aging Sciences minor requires 15 credits for master's students, 18 credits for doctoral students. More information can be found in the catalog [here](http://catalog.oregonstate.edu/MinorDetail.aspx?minor=3755&college=23) (<http://catalog.oregonstate.edu/MinorDetail.aspx?minor=3755&college=23>).

Requirements for the Minor in Gerontology

The integrated minor in gerontology is available to graduate students from throughout the University. The minor requires 18 to 36 credits, including HDFS 587 Social Gerontology or the equivalent. The balance of the coursework is selected from 24 graduate gerontology courses, field study, and research. Gerontology is an approved thesis and dissertation area.

Requirements for the Minor in HDFS

At least one developmental period course; that is, HDFS 516 Child Development OR HDFS 517 Adolescent Development OR HDFS 518 Adult Development and Aging (4 credits)

The basic family course: HDFS 541 (4 credits) Family Studies

Electives as approved by the minor professor to total 15 hours for a first master's minor or a second doctoral minor OR 18 hours for a first doctoral minor (as per Graduate School rules).

Requirements for the MS in HDFS

The HDFS Master's Degree requires 46 credit hours in the major, including 6 hours of thesis. Additionally, all graduate students in the College are required to complete H 523 and H 525. A minor of 15-18 credit hours may be included.

Course	Course Title	Notes
H 523 (4)	Foundations of Public Health	
H 525 (4)	Principles of Epidemiology	
HDFS 511 (4)	Theories of Human Development	
HDFS 516 (4) HDFS 517 (4) HDFS 518 (4)	Child Development Adolescent Development Adult Development and Aging	Period classes: Select any two
HDFS 546 (4)	Theories of Family Studies	
HDFS 541 (4)	Family Studies	
HDFS 519 (4)	The Life Course	
HDFS 530 (4) Or H 515 (3) and HDFS 506- Statistics Bootcamp (1)HDFS 531 (4) HDFS 532 (4)	Research in HDFS I Research in HDFS II Research in HDFS III	First year (take in sequence)
HDFS 534 (4) or HDFS 538 (4)	Social Program and Policy Evaluation or Qualitative Research Methods I	Choose one
HDFS 503 (6)	Thesis	Required

Thesis-Like Project

Students admitted to the PhD program with a master's degree are expected to have completed a research thesis. Those who have not done so will carry out a thesis-like project in their first year as a doctoral student. The thesis-like project is supervised by the student's advisor and is expected to be a research project that culminates in a manuscript submitted for publication.

Thesis for the MS in HDFS

Students pursuing an MS degree in Human Development and Family Studies are expected to conduct creative, meaningful, and scientifically valid research leading to a defensible thesis and scientific publication. The thesis usually entails the careful articulation and testing of well-conceived and clearly stated expectations or hypotheses. The thesis is the capstone of the student's graduate program. Students' committees ultimately determine what is appropriate and must establish clear expectations during the proposal stage and throughout the thesis process. It is recommended that students develop an informal prospectus and have a committee meeting about the prospectus to refine ideas before writing the full proposal.

Proposal. The proposal is a written research plan, typically in a traditional thesis format. It is composed of three sections:

- Introduction (Chapter 1),
- Literature Review (Chapter 2), and
- Methodology (Chapter 3).

In the traditional thesis, the proposal, with minor modifications, becomes the first three chapters of the final thesis. (The online thesis guide is available at the Graduate School's website.) Except where style guidelines are specifically established by the Graduate School, all thesis documents must be submitted in the style of the Publication Manual of the American Psychological Association (6th ed.), which requires digital object identifiers in the reference list. Knowledge of APA style is expected.

Proposal Meeting. Students doing a traditional thesis or the manuscript option work closely with the major professor with input from other committee members in the development of the proposal. Students schedule a time when all members of the committee are available to hear the oral proposal presentation. At least two weeks prior to the scheduled presentation:

- Committee members and the Graduate Program Coordinator are given a copy of the written proposal.
- The proposal abstract (two to three pages) is distributed to all graduate faculty and graduate students in HDFS.
- The initial 30 minutes of the defense meeting is open to the public. An invitation (date, time, room, thesis title) is sent by e-mail to the Graduate Program Assistant to be distributed to all HDFS graduate students and faculty.

- A copy of the proposal is given to the Graduate Program Assistant, or a digital copy is sent. (kept in Waldo 437 for graduate students and non-committee faculty).
- The student reserves a room for the proposal meeting with the HDFS Graduate Program Assistant. Notices of the proposal meeting are sent to all Program faculty and graduate students. Students may send an invitation (date, time, room, title) by e-mail to the Graduate Program Assistant, who will forward it. The invitation should be distributed at least 10 days prior to the meeting.
- The proposal meeting begins with a 30-minute open session consisting of a brief (20-minute) presentation by the student and questions and discussion by those present. Following the open meeting, the student and the committee meet to discuss the proposal formally. Graduate representatives are not required but are encouraged to attend this meeting; they are invited and given copies of the proposal. There is no Graduate School form to be signed.

Carrying Out the Research. The student conducts the research working from the proposal and with the committee, but primarily with the major professor. The student writes the thesis, and, when ready, as determined by the major professor, schedules the oral defense.

Oral Defense of Thesis. Two weeks before the defense can be conducted:

- A form authorizing the scheduling of the oral defense of the thesis signed by all committee members is submitted to the Graduate School.
- The student distributes copies of the thesis to the committee and the HDFS Graduate Program Coordinator.
- A two- to three-page abstract is distributed to the graduate faculty and graduate students in HDFS.
- The initial 30 minutes of the defense meeting is open to the public. An invitation (date, time, room, thesis title) is sent by e-mail to the Graduate Program Assistant to be distributed to all HFDS graduate students and faculty.
- One printed and one electronic final copy of the thesis and one extra copy of the abstract and title page must be submitted to the Graduate School. A copy for the Program's graduate students is sent to the HDFS office. These copies must be distributed at least two weeks prior to the defense.
- A digital copy of the thesis is sent by e-mail to the Graduate Program Assistant.

- It is the student's responsibility to meet with the HDFS Graduate Program Assistant to reserve a room for the defense.
- The oral defense is generally a two-hour meeting, beginning with a brief (20-minute) presentation of the research by the student, followed by an open question-and-answer session. The student and the committee meet following the open meeting to discuss the thesis formally. In the oral examination, the student must defend the thesis and demonstrate satisfactory knowledge of the field and the entire program of study. In addition, students are expected to have a broad understanding of human development and family studies. At the conclusion of the formal meeting, the student leaves the room and a conference of the committee members is held. The student is then notified by the committee of the outcome of the defense.

Copies of the Thesis. Within six weeks after the final oral examination, one printed and one electronic final copy of the thesis, including copies of the abstract, must be submitted to the Graduate School office. If these copies are submitted after the initial six-week period, the student may be subject to re-examination. Two copies are required for the HDFS Graduate Program (One electronically delivered or sent to the HDFS Graduate Program Assistant) and for the major professor, who may choose an electronic or bound copy. Other committee members may request a copy, which may be unbound or paperbound. (See earlier reference to electronic thesis.)

Manuscript Option for the MS in HDFS

The manuscript option for a master's thesis is similar in many ways to the traditional format. The key advantages of the manuscript option over the traditional format are that theses move more quickly to publication and that an increased number of high quality publications should result. Students choosing this option should understand that standards for publication are rigorous.

Students' committees ultimately determine what is appropriate and must establish clear expectations during the proposal stage and throughout the thesis process. It is recommended that students develop an informal prospectus and have a committee meeting about the prospectus to refine ideas before writing the full proposal.

Graduate School requirements for the manuscript option are:

- MS theses have one or more articles.
- A common Introduction chapter (Chapter 1) ties the separate article(s) together.
- A common Summary/Conclusions chapter (Chapter 4 or 5) synthesizes results across articles; and
- A common Reference section aggregates all citations in the thesis.

In addition to the above requirements, the HDFFS Graduate Program requires:

- The introduction chapter must contain an expanded literature review because the literature cited within the body of article(s) will necessarily be very brief. In the introduction, the thesis research should be placed in the larger context as is the case in a traditional thesis literature review. The Introduction chapter of the manuscript thesis should also include a rationale for (a) selection of the research questions and (b) the methodological approach to be taken in the research and article(s). In a thesis with more than one article, the rationale should describe how the articles are linked to address a single theme.
- The article(s) should be the appropriate length for a journal article, generally 15-30 pages, excluding references.
- The conclusion chapter in the manuscript option parallels the conclusion chapter in a traditional format thesis. The Conclusion should relate back to the rationale developed in the Introduction and address how the research has contributed to scholarly understanding (i.e., related theoretical and empirical literature) of the area under study.
- The HDFFS Graduate Program requires both a written and an oral proposal for all Master's theses. In the manuscript option, the written proposal includes a fully developed Chapter 1 (introduction and expanded literature review) and detailed methodology including research questions and proposed analyses for each article. In the case in which an article has already been published or submitted for publication, the student should include the entire article in the proposal.

Only high quality (i.e., publishable) article(s) may be included in the manuscript option. The vast majority of the work for each article needs to be completed by the student, who must be first author. Individuals who have been instrumentally involved in the project should be included as coauthors on manuscripts submitted for publication. (See APA ethical guidelines concerning authorship.)

Article(s) included in the manuscript option must be written during the course of a student's HDFFS graduate study at OSU and are expected to be submitted for publication in a professional journal before the thesis or dissertation is submitted to the Graduate School.

The major professor will NOT sign the final approval of the thesis until all changes in the thesis requested by the student's committee have been made.

Graduate students should see their major professor for additional information on the manuscript option.

Checklist for the MS Degree in HDFS

(See also [MS Flowchart](#) from the Graduate School)

Before start of each term:

- Advising by temporary advisor or major professor
- Registration
- Before completing 18 credits of coursework:
- Select major professor and form committee (give yourself plenty of time to find a Graduate School representative to be on your committee)
- File master's Program of Study with Graduate Program Assistant in HDFS (list courses in transcript order using official catalog class titles).
- Although a program meeting with all members of the committee is not required, it is strongly encouraged.

Program of Study:

- Complete coursework approved by committee
- At least 15 weeks before final oral examination, file Program of Study with the Graduate School.

Thesis Proposal:

- Proposal distributed to committee members and HDFS Graduate Program Coordinator two weeks prior to meeting; graduate representative should attend if possible and is always invited
- Proposal placed in Waldo 437, or digital copy sent to graduate program assistant, for faculty and other graduate students to read
- Two- to three-page abstract distributed to all HDFS graduate faculty
- Thesis proposal and meeting (HDFS requirement)

Thesis Oral Defense:

- Form authorizing oral defense to the Graduate School
- Thesis distributed to the Graduate School two weeks prior to meeting
- Thesis distributed to Committee and HDFS Graduate Program Coordinator two weeks prior to meeting
- Thesis sent to Graduate Program Assistant for faculty and other graduate students to read; invitations to meeting are distributed (e-mail OK)
- Two- to three-page abstract distributed to all HDFS Graduate faculty
- Distribute required bound and electronic copies of thesis
- File change in program of study form as needed, submit updated Statement of Professional Goals and letter of recommendation to Graduate Program Assistant. This is the application to the PhD program and will be reviewed by the Graduate Committee.
- Complete Exit Survey if needed

Every Spring:

- Complete written statement of progress
- Discuss result of annual review with major professor

Requirements for the PhD in HDFS

The OSU Graduate School requires a minimum of 108 credit hours beyond the BS degree for the PhD, which includes no more than 36 dissertation hours (HDFS 603). A minor area is optional. HDFS requires a total of 108 credit hours.

Course/Credits	Title	Notes
H 523 (4)	Foundations of Public Health	
H 525 (4)	Principles of Epidemiology	
HDFS 511 (4)	Theories of Human Development	
HDFS 516 (4) HDFS 517 (4) HDFS 518 (4)	Child Development Adolescent Development Adult Development and Aging	
HDFS 546 (4)	Theories of Family Studies	
HDFS 541 (4)	Family Studies	
HDFS 533 (4)	Social Policy and Human Development	
HDFS 519 (4)	The Life Course	
HDFS 530 (4 or H 515 (3) and HDFS 506- Statistics Bootcamp (1) HDFS 531 (4) HDFS 532 (4) HDFS 538 (4)	Research in HDFS I Research in HDFS II Research in HDFS III Qualitative Research Methods I	
HDFS 630 (3) or HDFS 534 (4) or HDFS 539 (4)	Quantitative Methods in Family and Individual Development Social Program and Policy Evaluation Qualitative Methods II	Choose one; if 630 is chosen, an additional credit hour is required
Electives (6) or Minor (18)		
HDFS 601 (6)	Research	P/N
HDFS 603 (36)	Dissertation	

Note: If desired, students may choose a first minor area of 18 credit hours or both a first minor area (18 credit hours) and a second minor area (15 credit hours). Students may include relevant coursework outside of HDFS if approved by the student's committee. Adjustment of elective hours in the major if a minor is taken must be approved by the student's Committee and the HDFS Graduate Program Coordinator.

Preliminary Examination for PhD Degree in HDFS

Written Exam

The written exam format is the same for all students and will be accepted twice a year on standardized dates: October 1 and April 1. Doctoral students with a master's degree from another program are expected to take the exam in the fall of their third year. Students who do not complete the MS thesis until after the fall exam will take the exam in the spring of their third year.

Because the exam tests individual competence, students are expected to work independently (i.e., without any input from faculty or their peers) on the exam. Students are, however, free to ask clarification questions. These questions should be directed to the student's primary advisor, and a copy of all questions should also be forwarded to the Graduate Program Coordinator and Assistant. Any responses from the student's major professor should also be sent to the Graduate Program Coordinator and Assistant.

Students are to submit their exam electronically to their major professor and a copy should be sent to the Graduate Program Coordinator and Graduate Program Assistant. Each exam will contain:

Part 1: Self-Reflective Summary (*12 pages of double-spaced narrative, .5-inch margins, 11pt Arial font minimum. This document should contain citations and references, although the references section will not count toward the 12-page limit*)

For the first part of the written exam, students will reflect on their graduate training and discuss their place in the broader field. Who am I? Where am I going as a scholar? This summary is an opportunity for students to elaborate on (1) the theories and literatures in human development and family sciences that have shaped who they are becoming as scholars (treating both the HD and FS sides), as well as (2) the methods that are emerging as central to their research (covering both quantitative and qualitative approaches). As part of their narrative, students must (3) introduce a single specific area of interest or expertise they are developing and connect that area to these broader theories, literatures, and methods.

Part 2: Research Project Proposal (*14 double-spaced pages, including all tables and figures, [2 pages for the specific aims and 12 pages of narrative], .5-inch margins, 11pt Arial font minimum. This document should contain citations and references, although the references section will not count toward the 14-page limit). A page break must follow directly after the specific aims section, as the specific aims constitutes a separate document in NIH grant proposals.*

For the second part of the written exam, students will begin by describing a topic of interest, identify a gap in the field, and generate one or more research questions related to this gap. Following the format of an NIH R03 research proposal, students will then present their proposed approach for addressing the gap, being sure to structure the proposal using these prescribed sections: **(1) Specific Aims, (2) Significance, (3) Approach, and (4) References.** Additional information on R03 application characteristics can be found below, under the heading, “Required Research Project Proposal Criteria”. Examples of R03 applications can be found on the [NIH website \(https://grants.nih.gov/grants/oer.htm\)](https://grants.nih.gov/grants/oer.htm).

Required Research Project Proposal Criteria

Specific Aims (*2 pages double-spaced, ending in a page break*). State concisely the goals of the proposed research and summarize the expected outcome(s), including the impact that the results of the proposed research will exert on the research field(s) involved. List succinctly the specific research objectives/aims, questions and hypotheses of the research proposed, e.g., to test a stated hypothesis, create a novel design, solve a specific problem, challenge an existing paradigm, address a critical barrier to progress in the field, or develop new technology or method of assessment.

Significance. Does the project address an important problem or a critical barrier to progress in the field? If the aims of the project are achieved, how will scientific knowledge, technical capability, and/or knowledge in applied settings be improved? How will successful completion of the aims change the concepts, methods, technologies, treatments, services, or preventative interventions that drive this field?

This section should include:

- Identification of the *research question(s)* and why it is/they are significant
- *Theoretical perspective(s)* relevant for your research question(s)
- *Review of empirical* support for studying your topic of interest
- Identification of critical gaps in the research and a discussion of the proposed study’s innovation (why the proposed research is important; what new knowledge will be gained)
- Your specific hypotheses or expected findings (in the case of qualitative research)

Approach. Are the overall strategy, methodology, and analyses well-reasoned and appropriate to accomplish the specific aims of the project?

This section should include:

- A *method* section that includes a brief description of *all* aspects of a research design including:
 - Study Design
 - The *population and the sample* (including justification of sample size) you will draw from it, including how you will obtain it

- For *quantitative research*:
 - *Operational definitions* of all measures—predictors, covariates, and outcomes—as well as a rationale for their inclusion and information indicating the extent to which your measures are reliable and valid
 - *Procedure* (what are the steps for the study protocol/how will the study be conducted?)
- For *qualitative research*:
 - The *nature of the data* (e.g., transcripts, field notes) you will have available for analysis and a rationale for your decisions
 - If you are interviewing participants, your *interview guide* or the kinds of questions you will ask and a rationale; if you are observing, the *procedures* you will follow and a statement of *what* you will be observing and why
 - How you will manage the data (e.g., whether you will use a software package and, if so, how the software will be used)
- An *analytic strategy* section that includes the analyses proposed for answering your research questions and the expected results of those analyses.

References: List references for all research cited following APA style.

Adjudication of the Written Exam

For the written exam, HDFS faculty members on the student’s dissertation committee will provide feedback within thirty days. The Dissertation Chair determines the final outcome in the event of an evenly split decision.

Students who do not pass the exam will be required to re-take the entire exam the next time it is offered (see Possible Outcomes below). Students can only take the exam twice; failure to pass the exam on the second try constitutes two NPs (no passes) and no additional written exams will be offered.

Introduction for Retakes of the Written Exam

For a written exam retake, students should include a 2-page (double-spaced) introduction detailing changes that were made to address comments from the initial review. This 2-page introduction to the revised written exam does not count toward the page total of the revised parts (1 and 2) of the written exam.

Oral Preliminary Exam

The oral preliminary exam may be scheduled if the HDFS-affiliated faculty on the student’s committee determines that the written exam carries the potential to be adequately defended at the oral exam. The oral preliminary examination is expected to be taken in the

same quarter as the written exam and is scheduled by the student. Students must use the “exam scheduling form” found on the Graduate School’s website to notify the Graduate School of their oral preliminary exam.

This oral preliminary examination takes place during a two-hour meeting. The student will (1) begin with an oral presentation of his or her self-reflective summary. The presentation may include a handout or a brief presentation (e.g., PowerPoint) based on the written self-reflective summary; (2) respond to questions related to the research proposal portion of the written exam (no more than 1 hour total); and (3) respond to questions related to the student’s self-reflective summary including broad areas of human development and family studies and the student’s area of specialization (no more than 1 hour total). Following the question-and-answer period, the committee will confer without the student regarding the student’s performance. The student will then be notified by the committee of the outcome of the oral examination.

Committee members will be given flexibility to ask follow-up and clarification questions based on either the student’s verbal responses or the written exam.

Timeline for Written Exam

1. Student submits written exam (Proposal and Self-Reflective Summary) to Dissertation Committee Chair, Graduate Program Director and Graduate Program Assistant on or before 5:00 pm October 1 or April 1.
2. HDFS faculty members of the dissertation committee will provide feedback within thirty days.

Possible outcomes after the written exam is graded

1. If the committee determines that the Written Exam is not likely to pass the Oral Examination, the student may submit a Written Exam once more, on April 1 or October 1. *This resubmission counts as the student’s one retake.*
2. If the committee determines that the Written Exam has the potential to pass the Oral Preliminary Examination, the student may schedule the Oral Preliminary Examination with the Graduate School.
 - Student uses feedback provided by committee members to prepare responses, in written, oral, and/or electronic format, and presents responses at the Preliminary Oral Examination. The Self-Reflective Summary will also be addressed at the Preliminary Oral Examination.

- If the Committee determines that the student has adequately addressed their concerns about the proposal and the Self Reflective Summary, the student passes the Preliminary Oral Exam.
- If the Committee determines that the student has not adequately addressed their concerns about the written proposal and the self-reflective summary in the Preliminary Oral exam, he or she does not pass. The student may submit a Written Preliminary Exam once more, provided that he or she has not previously submitted more than one Written Preliminary Exam.

Retaking the Examination

- Students are allowed one retake of the Preliminary Examination. If a student does not pass the Preliminary Examination on his or her second try, the student may not take the examination again and cannot continue toward the Ph.D.
- For a written exam retake, students should include a 2-page (double-spaced) introduction detailing changes that were made to address comments from the initial review.

Dissertation for PhD Degree in HDFS

Students pursuing a PhD degree in Human Development and Family Studies are expected to conduct creative, meaningful, and scientifically valid research leading to a defensible dissertation and scientific publications. This process usually entails the careful articulation and testing of well-conceived and clearly stated expectations or hypotheses. The dissertation is the capstone of the student's graduate program.

Students' committees ultimately determine what is appropriate and must establish clear expectations during the proposal stage and throughout the thesis process. It is recommended that students develop an informal prospectus and have a committee meeting about the prospectus to refine ideas before writing the full proposal.

Proposal. The proposal is a written research plan, typically in a traditional dissertation format. It is composed of three sections:

- Introduction (Chapter 1),
- Literature Review (Chapter 2), and
- Methodology (Chapter 3).

In a traditional dissertation, the proposal, with minor modifications, becomes the first three chapters of the dissertation. (Dissertation preparation and format is described on the Graduate School's website.) Except where style guidelines are specifically established by the Graduate School, all thesis documents must be submitted in the style of the Publication Manual of the American Psychological Association (6th ed.), which requires digital object identifiers in the reference list. Knowledge of APA style is expected.

Proposal Meeting. Students doing the traditional thesis or the manuscript option work closely with the major professor with input from other committee members in the development of the proposal. Students schedule a time when all members of their committee are available to hear the oral proposal presentation. At least *two weeks* prior to the scheduled presentation:

- Committee members and the Graduate Program Coordinator are given a copy of the written proposal.
- The proposal abstract (two to three pages) is distributed to graduate faculty and graduate students in HDFFS.
- The initial 30 minutes of the defense meeting is open to the public. An invitation (date, time, room, thesis title) is sent by e-mail to the Graduate Program Assistant to be distributed to all HFDS graduate students and faculty.
- A copy of the proposal is given to the Graduate Program Assistant (kept in Waldo 437) for graduate students and non-committee faculty. A digital document is acceptable.
- The student reserves a room for the proposal meeting with the Graduate Program Assistant. Notices of the proposed meeting are sent to all HDFFS faculty and graduate students. Students may send an invitation (date, time, room, title) by e-mail to the Graduate Program Assistant, who will forward it. The invitation should be distributed at least 10 days prior to the meeting.

The proposal meeting begins with a 30-minute open session, consisting of a brief (20-minute) presentation by the student and questions and discussion by those present. Following the open meeting, the student and the committee meet to discuss the proposal formally. Graduate representatives are not required but are encouraged to attend this meeting; they are invited and given copies of the proposal. There is no Graduate School form to be signed.

Carrying Out the Research. The student conducts the research working from the proposal and with the committee, but primarily with the major professor. The student writes the dissertation and, when ready, as determined by the major professor, schedules the oral defense.

Oral Defense of Dissertation. A form authorizing the scheduling of the oral defense of the dissertation, signed by all committee members, is submitted to the Graduate School.

- Two weeks before the defense can be conducted, the student distributes copies of the dissertation to the committee and the HDFS Graduate Program Coordinator.
- A two- to three-page abstract is distributed to the graduate faculty and graduate students in HDFS.
- One printed and one electronic final copy of the thesis and one extra copy of the abstract and title page must be submitted to the Graduate School. A copy for the Program's graduate students is sent to the Graduate Program Assistant. (A digital copy is acceptable.) These copies must be distributed at least two weeks prior to the defense.
- The student identifies an acceptable meeting time, reserves a room for the proposal meeting, and schedules the oral defense with the Graduate School. The Graduate School checks the completed dissertation document, requiring corrections as necessary to conform to the "Preparation of the Thesis" guidelines.
- The initial 30 minutes of the defense meeting is open to the public. An invitation (date, time, room, thesis title) is sent by e-mail to the Graduate Program Assistant to be distributed to all HDFS graduate students and faculty at least two weeks prior to the meeting.

The oral defense is generally a two-hour meeting, beginning with a brief (20-minute) presentation of the research by the student, followed by a brief open question-and-answer session. The student and the committee meet following the open meeting to discuss the thesis formally. In the oral examination, the student must defend the dissertation and demonstrate satisfactory knowledge of the field and the entire program of study. In addition, students are expected to have a broad understanding of human development and family studies and its relation to the area(s) of specialization. At the conclusion of the formal meeting, the student leaves the room and a conference of the committee members is held. The student is then notified by the committee of the outcome of the defense.

Copies of the Dissertation. Within six weeks after the final oral examination, one printed and one electronic final copy of the thesis, including copies of the abstract, must be submitted to the Graduate School office. If these copies are submitted after the initial six-week period, the student may be subject to re-examination. Two copies are required for the HDFS Graduate Program (One electronically sent to the HDFS Graduate Program Assistant) and for the major professor, who may choose an electronic or bound copy. Other committee members may request a copy, which may be unbound or paperbound. (See earlier reference to electronic thesis.)

Manuscript Option for PhD Students

The manuscript option for a doctoral dissertation is similar in many ways to the traditional format. The key advantages of the manuscript option over the traditional format are that dissertations move more quickly to publication and that an increased number of high quality publications should result. Students choosing this option should understand that standards for publication are rigorous.

Students' committees ultimately determine what is appropriate and must establish clear expectations during the proposal stage and throughout the dissertation process. It is recommended that students develop an informal prospectus and have a committee meeting about the prospectus to refine ideas before writing the full proposal.

Graduate School requirements for the manuscript option are:

1. PhD dissertations have two or more articles.
2. A common Introduction chapter (Chapter 1) ties the separate articles together.
3. A common Summary/Conclusions chapter (Chapter 4 or 5) synthesizes results across articles; and
4. A common Reference section aggregates all citations in the dissertation.

In addition to the above requirements, the HDFS Graduate Program requires:

5. The introduction chapter must contain an **expanded** literature review because the literature cited within the body of article(s) will necessarily be very brief. In the introduction, the thesis research should be placed in the larger context as is the case in a traditional thesis literature review. The Introduction chapter of the manuscript dissertation should also include a rationale for (a) selection of the research questions and (b) the methodological approach to be taken in the research and articles. The rationale should describe how the articles are linked to address a single theme.
6. The articles should be the appropriate length for a journal article, generally 15-30 pages, excluding references.
7. The conclusion chapter in the manuscript option parallels the conclusion chapter in a traditional format dissertation. The Conclusion should relate back to the rationale developed in the Introduction and address how the research has contributed to scholarly understanding (i.e., related theoretical and empirical literature) of the area under study.
8. The HDFS Graduate Program requires both a written and an oral proposal for dissertations. In the manuscript option, the written proposal includes a fully developed Chapter 1 (introduction and expanded literature review) and detailed

methodology including research questions and proposed analyses for each article. In the case in which an article has already been published or submitted for publication, the student should include the entire article in the proposal.

9. Only high quality (i.e., publishable) articles may be included in the manuscript option. The vast majority of the work for each article needs to be done by the student, who must be first author. Individuals who have been instrumentally involved in the project should be included as coauthors on manuscripts submitted for publication. (See APA ethical guidelines concerning authorship.)
10. Articles included in the manuscript option must be written during the course of a student's HDFS graduate study at OSU and are expected to be submitted for publication in a professional journal before the thesis or dissertation is submitted to the Graduate School.
11. The major professor will NOT sign the final approval of the thesis until all changes in the thesis requested by the student's committee have been made.

Graduate students should see their major professor for additional information on the manuscript option.

Checklist for the PhD Degree in HDFS

(see also [PhD Flowchart](#) from the Graduate School)

Before beginning coursework:

- Complete online ethics training

Before start of each term:

- Advising by temporary advisor or major professor
- Registration

By end of third term:

- Select major professor and form committee
- A formal program meeting with all members of the committee is required.
- File master's Program of Study with Graduate Program Assistant in HDFS (list courses in transcript order using official catalog class titles).

Program of study:

- Complete coursework approved by committee
- When the majority of coursework is completed, file Program of Study with the Graduate School.

Written Preliminary Examination:

- Review previous exam questions (available in Waldo 437)
- Prepare for the exam with other students in your cohort
- Take the exam

Oral Preliminary Examination

- Schedule the exam meeting
- Review written examination

Dissertation Proposal:

- Proposal distributed to committee members and HDFS Graduate Program Coordinator two weeks prior to meeting; Graduate Representative should attend but is not required to do so; the Graduate Representative is always invited
- Proposal placed in Waldo 437 for faculty and other graduate students to read, or digital copy sent to graduate program assistant; invitations sent
- Two- to three-page abstract distributed to all HDFS graduate faculty
- Dissertation proposal and meeting are HDFS requirements; nothing needs to go to the Graduate School

Dissertation Oral Defense:

- Submit form authorizing oral defense to Graduate School
- Dissertation distributed to committee members and HDFS Graduate Program Coordinator two weeks prior to meeting
- Dissertation given to the Graduate School two weeks prior to Meeting
- Proposal placed in Waldo 437 for faculty and other graduate students to read, or digital copy sent to graduate program assistant; invitations sent
- Two- to three-page abstract distributed to all HDFS graduate faculty
- Distribute required electronic, bound, and unbound copies
- Complete Exit Survey

Every spring:

- Complete written statement of progress
- Discuss results of annual review with major professor

Appendix A

Relationships Between Faculty and Graduate Students

A major purpose of graduate education is to instill in each student an understanding of and capacity for scholarship, independent judgment, academic rigor, and intellectual honesty. It is the joint responsibility of faculty and graduate students to work together to foster these ends through relationships that encourage freedom of inquiry, demonstrate personal and professional integrity, and foster mutual respect.

Graduate student progress toward educational goals is directed and evaluated by an adviser and a graduate committee. These individuals provide intellectual guidance in support of the scholarly and artistic activities of graduate students. The adviser and the graduate committee are also charged with the responsibility of evaluating a graduate student's performance in research and creative activities. The graduate student, the adviser, and the graduate committee, then, comprise a basic unit of graduate education. It is the quality, breadth, and depth of interaction in this unit that largely determines the outcome of the graduate experience.

High quality graduate education depends upon the professional and ethical conduct of the participants. Faculty and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both faculty and students are highly motivated, possess the academic and professional backgrounds necessary to perform at the highest level, and are sincere in their desire to see each other succeed.

To this end, it is essential that graduate students:

- conduct themselves in a mature, professional, and civil manner in all interactions with faculty and staff.
- recognize that the faculty adviser provides the intellectual and instructional environment in which the student conducts research, and may, through access to teaching and research funds, also provide the student with financial support.
- recognize that faculty have broad discretion to allocate their own time and other resources in ways which are academically productive.
- recognize that the faculty adviser is responsible for monitoring the accuracy, validity, and integrity of the student's research. Careful, well-conceived research reflects favorably on the student, the faculty adviser, and the University.
- exercise the highest integrity in taking examinations and in collecting, analyzing, and presenting research data.

- acknowledge the contributions of the faculty adviser and other members of the research team to the student's work in all publications and conference presentations.
- maintain the confidentiality of the faculty adviser's professional activities and research prior to presentation or publication, in accordance with existing practices and policies of the discipline.
- take primary responsibility to inform themselves of regulations and policies governing their graduate studies.

It is also imperative that faculty:

- interact with students in a professional and civil manner in accordance with University policies governing nondiscrimination and sexual harassment.
- impartially evaluate student performance regardless of religion, race, gender, sexual orientation, or national origin of the graduate student candidate.
- serve on graduate student committees without regard to the race, gender, sexual orientation, or national origin of the graduate student candidate.
- prevent personal rivalries with colleagues from interfering with their duties as graduate advisers, committee members, or colleagues.
- excuse themselves from serving on graduate committees when there is an amorous, familial, or other relationship between the faculty member and the student that could result in a conflict of interest.
- acknowledge student contributions to research presented at conferences, in professional publications, or in applications for copyrights and patents.
- not impede a graduate student's progress toward the degree in order to benefit from the student's proficiency as a teaching or research assistant.
- create in the classroom, lab, or studio supervisory relations with students that stimulate and encourage students to learn creatively and independently.
- have a clear understanding with graduate students about their specific research responsibilities, including time lines for completion of research and the thesis or dissertation.

- provide verbal or written comments and evaluation of student's work in a timely manner.
- discuss laboratory, studio, or program authorship policy with graduate students in advance of entering into collaborative projects.
- refrain from requesting students to do personal work (mowing lawns, babysitting, typing papers, etc.) without appropriate compensation.
- familiarize themselves with policies that affect their graduate students.

Graduate education is structured around the transmission of knowledge at the highest level. In many cases, graduate students depend on faculty advisers to assist them in identifying and gaining access to financial and/or intellectual resources that support their graduate programs.

In some units, the student's specific adviser may change during the course of the student's program. The role of advising may also change and become a mentoring relationship.

The reward of finding a faculty mentor implies that the student has achieved a level of excellence and sophistication in the field, or exhibits sufficient promise to merit the more intensive interest, instruction, and counsel of faculty.

To this end, it is important that graduate students:

- devote an appropriate amount of time and energy toward achieving academic excellence and earning the advanced degree.
- be aware of time constraints and other demands imposed on faculty members and program staff.
- take the initiative in asking questions that promote understanding of the academic subjects and advance the field.
- communicate regularly with faculty advisers, especially in matters related to research and progress within the graduate program.

Faculty advisers should:

- provide clear maps of the requirement each student must meet, including course work, languages, research tools, examinations, and thesis or dissertation, and delineating the amount of time expected to complete each step.

- evaluate student progress and performance in regular and informative ways consistent with the practice of the field.
- help students develop artistic, interpretive, writing, verbal, and quantitative skills, when appropriate, in accordance with the expectations of the discipline.
- assist graduate students to develop proposal writing skills, where appropriate.
- take reasonable measures to ensure that each graduate student initiates thesis or dissertation research in a timely fashion.
- when appropriate, encourage graduate students to participate in professional meetings or perform or display their work in public settings.
- stimulate in each graduate student an appreciation of teaching.
- create an ethos of collegiality so that learning takes place within a community of scholars.
- prepare students to be competitive for employment that includes portraying a realistic view of the field and the market at any given time and making use of professional contacts for the benefit of their students, as appropriate.

In academic units, faculty advisers support the academic promise of graduate students in their program. In some cases, academic advisers are assigned to entering graduate students to assist them in academic advising and other matters. In other cases, students select faculty advisers in accordance with disciplinary interest or research expertise. Advising is manifold in its scope and breadth and may be accomplished in many ways.

A student's academic performance and a faculty member's scholarly interests may coincide during the course of instruction and research. As the faculty-graduate student relationship matures and intensifies, direct collaborations may evolve that entail the sharing of authorship or rights to intellectual property developed in research or other creative or artistic activity. Such collaborations are encouraged and are a desired outcome of the mentoring process

**These guidelines were written by the University of Oregon Graduate Council and were adopted as a statement of the faculty by the University of Oregon Senate on May 24, 1995.*

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*These guidelines are intended to be constructive and instructive to faculty and graduate students. They do not constitute a contract with current or prospective students. **

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